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ABSTRACT

This manual provides curriculum materials for implementing a career exploration class in personal service occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of personal service occupations, and an overview of the competency-based instructional system for practical arts. The instructor's guide to learning activities contains guide sheets for each task assignment sheet; these guide sheets present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuls, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include lists of vocabulary, practical arts videotapes, references appropriate for career exploration, and ideas for addressing students with special needs. The eight student task assignment sheets are also included Each contains the following components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for four families of personal service occupations: individual services, home and property services, personal and financial services, and pet services. (YLB)

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# PRACTICAL ARTS

## Personal Service Exploration

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[Student Task Assignment Sheets]

PROGRAM MASTER SEQUENCE

PRACTICAL ARTS

(Personal Service Exploration)

| CODE NUMBER | | MODULE STOCK NUMBER | SLIDE STOCK NUMBER | TAPE STOCK NUMBER |
|---|---|---|---|---|
| | INDIVIDUAL SERVICES FAMILY | | | |
| PeS-1 | Giving a Manicure | 6-081 | * | * |
| PeS-2 | Cleaning and Shining Shoes | 6-082 | * | * |
| | HOME AND PROPERTY SERVICES FAMILY | | | |
| PeS-3 | Identifying Recommended Methods of Cleaning Clothes | 6-083 | * | * |
| PeS-4 | Packing a Suitcase | 6-084 | * | * |
| | PERSONAL AND FINANCIAL SERVICES FAMILY | | | |
| PeS-5 | Administering a Personality Test | 6-085 | * | * |
| PeS-6 | Preparing a Power of Attorney | 6-086 | * | * |
| | PET SERVICES FAMILY | | | |
| PeS-7 | Identifying Dog Diseases and Immunizations | 6-087 | * | * |
| PeS-8 | Identifying the External Anatomy of a Dog | 6-088 | * | * |

PERSONAL SERVICE OCCUPATIONS

Individual Services Family

Cosmetic Therapist/Electrologist
Cosmotologist
Hair Stylist
Manicurist
Weight Counselor

Home and Property Services Family

Housekeeper
Cook
Butler
Valet
Nursemaid
Chauffeur

Personal and Financial Services Family

Attorney
Clergy Person
Funeral Director
Mortician
Financial Counselor

Per Services Family

Veterinarian
Horse Trainer
Dog Trainer
Dog Groomer
Horseshoer
Aquarist

## Overview of Program

The purpose of the Practical Arts Education program is to broaden the experiences of middle/junior high school students by providing them with an opportunity to become oriented to the world of work and explore a diversity of career goals in order that they may be better prepared to make decisions on their personal needs and future goals. The Practical Arts program consists of a series of career exploration classes based on the occupational clusters spread over a two-year period. A cruise through each occupational cluster shall include the implementation of three behavioral components or domains.

(A) Cognitive: Students shall survey or cruise the content of the occupational cluster. This survey should include the scope, levels, working conditions, entry requirements, duties performed, opportunities, and related jobs in the occupational cluster.

(B) Psychomotor: Students shall have in each cluster experiences of tasks that will be the same as or similar to those who work in the occupational cluster. These experiences or tasks shall be action oriented, vary with the students' interests, aptitudes, and abilities, and be at various levels of employment within a cluster.

(C) Affective: Students shall receive guidance and the opportunity to systematically apply those knowledges and experiences within the cluster to his/her own interest and abilities, his/her present and future choices, and future occupational decisions and experiences.

The competency-based vocational education curriculum is specifically directed at the psychomotor, activities, experience, or tasks aspect of the Practical Arts program. Teachers are encouraged to augment their lesson plans with cognitive information about the occupational clusters from other sources. The curriuclum here will help specifically in the psychomotor aspect of the program.

## Competency-Based Vocational Education

The purpose of this manual is to aid the instructor in implementing a competency-based instructional program. It is intended as a guide and resource for the teacher using CBVE materials. The materials in any occupational area have several common elements, particularly their purpose and their format, which will be discussed later.

Regardless of the delivery system used to implement it, CBVE is based on the concept of competencies. That is to say, it is an instructional system in which: (1) the competencies for specific occupations are built around tasks validated by incumbent workers; (2) instruction is designed around performance objectives based on the worker tasks; (3) students are held accountable for meeting the specified minimum standards of performance required for entry-level jobs.

These instructional materials have been developed by Kentucky teachers. They have attempted to provide relevant learning activities and performance objectives which include: (1) the skills (or tasks) which the student must learn; (2) the conditions under which the student must perform; and (3) the standard or level of achievement to which the student must perform.

The purpose of the Curriculum Unit (CBVE) is to develop and assist the implementation of competency-based instructional materials. The Unit is located at:

1910 Capital Plaza Tower
Frankfort, KY 40601

To facilitate the implementation of CBVE materials, a person has been identified in each vocational region as a CBVE Contact Person. Please address any problems or concerns about your CBVE program to your Regional Contact Person.

By the time you receive your CBVE materials, you should have attended a workshop for teachers implementing CBVE materials. The Inservice Education modules, which were distributed at the workshop, are your greatest source of suggestions for setting up and managing a CBVE program. For more detailed information, consult your inservice modules or your Regional Contact Person.

**Using the Instructor's Manual**

This Instructor's Manual is divided into two sections: introductory materials and Instructor's Guide to Learning Activities. The introductory materials include, among other things, the Program Master Sequence. It contains a listing of the task assignment sheet and slide/tape titles, code numbers, and stock numbers.

You can use the Program Master Sequence as a quick reference guide to the contents of the instructional program, as well as a checklist for insuring that all materials have been received. The code numbers and stock numbers serve as a guide to ordering additional materials.

The Instructor's Guide to Learning Activities is the heart of this manual, because it contains a brief listing of the contents of each task assignment sheet with suggestions for its use. It is suggested that you insert the corresponding task assignment sheet behind the Guide Sheets so you will have the complete program in one place.

Format is consistent throughout all CBVE programs in that the materials contain the same basic components:

Introduction - tells the student what he/she will learn and why it is important.

Objective - clearly states what the student is expected to know or do, under what conditions, and how well.

Learning Activities - a "road map" for the student to follow in going through the task assignment sheets; list the various activities the student will perform in learning the task.

Instructor's Final Checklist - tells the student and the instructor exactly what the student will be evaluated on in the check-out activity; the instructor uses this sheet to rate the student's performance.

Check-Out Activities - tells the student what he/she will be asked to do for the final test or performance.

The Instructor's Guide Sheets in this manual present the essential information in capsule form. In addition, they list: the recommended references and audio-visuals; attitudes and values to be developed; notes and suggestions for instruction; alternate activities for students; necessary tools and equipment; and space for teacher's notes.

The task assignment sheets are designed to be left intact. Students should be reminded not to write on any of the pages. In some cases, they will be required to obtain duplicates or sheets like the ones shown. These are often student self-checks. They can be filed in a folder and can be obtained as needed.

The Instructor's Final Checklist is another page that should not be written on. It should remain in the task assignment sheet although you may want to make additional copies of it to place in students' folders.

INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES

## GIVING A MANICURE

### OBJECTIVE

GIVEN the necessary manicure implements and supplies,

GIVE A MANICURE.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that to be well groomed, the hand and fingernails must be well manicured.

### CONTENTS


| Instruction Sheets | Learning Activity Number |
|---|---|
| I IMPLEMENTS USED IN MANICURING | 1 |
| II GIVING A MANICURE | 3 |
| Instructor's Final Checklist | |
| GIVING A MANICURE | 6 |


### CHECK-OUT ACTIVITY

Using the necessary implements and supplies, give a manicure.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have students look at pictures of manicuring implements. Discuss the use of each instrument. | Instruction Sheet I | |
| 2 | Demonstrate how to hold the three implements listed at the right.<br><br>Have students bring implements from home, or set up manicure centers in the classroom. Let the students practice the proper way to hold each implement. | Emery boards<br>Cuticle nippers<br>Orangewood sticks<br>"Proper Way to Hold Implements" (Copy in this section) | |
| 3 | Have students read Instruction Sheet II. Discuss the steps in giving a manicure. | Instruction Sheet II | |
| 4 | Provide a demonstration of the proper way to give a manicure. If possible, invite a cosmetologist to give the demonstration, or arrange for small groups of student to visit a beauty salon or barber shop where manicures are given. | Cotton balls<br>Finger bowl<br>Warm water<br>Shampoo<br>Towels<br>Emery board<br>Cuticle nippers<br>Nail brush<br>Orangewood stick<br>Nail buffer<br>Polish remover<br>Cuticle softener<br>Cuticle oil<br>Hand lotion<br>Base coat<br>Nail polish<br>Top coat | |
| 5 | Let students practice manicuring one finger of each hand. They may do this in class or at home. | Supplies listed in Learning Activity 4 | |

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 6 | Students may do the Check-Out Activity in class or at home. If done at home, have a family member complete the Instructor's Final Checklist. | Supplies listed in Learning Activity 4<br>Instructor's Final Checklist | |

## PROPER WAY TO HOLD IMPLEMENTS

Emery Board

Hold the board firmly in the right hand, with the thumb underneath it for support and the other four fingers on its upper surface.

Cuticle nippers

Pick up the nippers by the handles and turn the cutting edges towards you; place the bent tip of the index finger over the top of the shank. Place the thumb on the side of the handle and the remaining fingers over the opposite handle.

Orangewood Stick

Hold the stick in the same manner as when writing with a pencil.

## CLEANING AND SHINING SHOES

### OBJECTIVE

GIVEN a pair of shoes that can be polished, clean cloths, small clean brush, shoe brush, paste shoe polish, and liquid shoe polish,

CLEAN AND SHINE THE SHOES.

THE SHOES should be free of dirt, evenly polished on the uppers and on the edges of the soles, and well shined.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will become aware that the condition of one's shoes often indicates personal habits and attitudes.

### CONTENTS

| Instruction Sheet | Learning Activity Number |
|---|---|
| I HOW TO CLEAN AND SHINE SHOES | 1 |
| **Instructor's Final Checklist** | |
| CLEANING AND SHINING SHOES | 5 |

### CHECK-OUT ACTIVITY

Clean and shine a pair of shoes that can be polished.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have students read the steps in cleaning and shining shoes. Discuss each step.<br><br>Also discuss the advantages of keeping one's shoes looking good: preserves the shoes, makes good impression in business, etc. | Instruction Sheet I | |
| 2 | Let students make posters or displays of supplies used to clean and shine shoes. Have them work in small groups. | Pictures of supplies or actual supplies used to clean and shine shoes<br>Poster board<br>Markers<br>Display area | |
| 3 | Invite a professional shoe shiner to demonstrate how to clean and shine shoes;<br><br>or<br><br>Arrange for the class to visit a firm in which a shoe shiner or shoe repair person can give a demonstration;<br><br>or<br><br>Give a demonstration yourself;<br><br>or<br><br>Ask a student to demonstrate for the class. | Shoes that can be polished<br>Clean cloths<br>Small brush<br>Shoe brush<br>Paste shoe polish<br>Liquid shoe polish<br><br>Suggested resource persons:<br><br>Shoe repair person<br>Shoe shiner in hotel, barber shop, etc. | |
| 4 | Have students practice cleaning and shining one shoe. You may let them do this at home; or you | Supplies listed in Learning Activity 3 | |

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| | may have them bring supplies to class and practice on each other's shoes. | | |
| 5 | Have students clean and shine a pair of shoes. You may set up shoe-shine stands in the classroom and have students take turns shining each other's shoes;<br><br>or<br><br>Allow the students to do this activity at home and wear the shoes to school.<br><br>Use the Instructor's Final Checklist to evaluate each pair of shoes. | Supplies listed in Learning Activity 3<br>Instructor's Final Checklist | |

## IDENTIFYING RECOMMENDED METHODS OF CLEANING CLOTHES

### OBJECTIVES

USING five garments made from different fibers and a set of questions about methods for cleaning clothing,

ANSWER THE QUESTIONS.

YOU SHOULD answer the questions correctly for each of the garments.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that there are many variations in caring for fabrics; therefore, it is important to follow the manufacturers' recommendations provided on the labels with most garments.

### CONTENTS OF MODULE

| Instructor's Final Checklist | Learning Activity Number |
|---|---|
| IDENTIFYING RECOMMENDED METHOD OF CLEANING CLOTHES | 4 |

### CHECK-OUT ACTIVITY

Your teacher will provide a set of questions about methods of cleaning clothing. Answer the questions for each of the garments you selected in Learning Activity 3.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have students look at five garments at home, and:<br><br>a. Check the labels.<br>b. List the information provided on each label.<br>c. List where the label is attached to the garment.<br>d. Share their findings in class. | Variety of garments in students' homes<br><br>Your local Cooperative Extension Service may provide pamphlets on textile labeling. | |
| 2 | Have students make posters and bulletin board displays of information provided on clothing labels. | Poster board<br>Markers<br>or<br>Bulletin board<br>Clothing labels (optional) | |
| 3 | Have students find, at home, five garments made of different fibers. | Variety of garments in students' homes | |
| 4 | Provide each student a copy of the questions on the Check-Out Activity Sheet. Have him/her answer the questions for each of the five garments. You may request that a family member check the answers.<br><br>Use the Instructor's Final Checklist to evaluate each student's work. | Garments identified in Learning Activity 3<br><br>Check-Out Activity (Master Copy in this section)<br>Instructor's Final Checklist | |

Check-Out Activity

## IDENTIFYING RECOMMENDED METHODS OF CLEANING CLOTHES

Answer the following questions about each garment you selected in Learning Activity 3.

Name of Garment: _____

1. What is the fiber content of the garment? _____
2. Is the garment colorfast? _____ Yes _____ No
3. Is the garment shrinkage controlled? _____ Yes _____ No
4. Is the garment washable? _____ Yes _____ No
5. If the garment is washable, what methods must be followed? _____

   _____

   _____
6. Should the garment be ironed? _____ Yes _____ No _____ Only if desired
7. If the garment is ironed, what temperature is recommended?
   _____ Hot _____ Warm _____ Cool
8. Must the garment be dry cleaned? _____ Yes _____ No
9. Does the garment have special finishes to make it spot resistant or water repellent? _____ Yes _____ No
10. What method do you recommend for cleaning the garment?
    _____ Wash _____ Dry clean

## PACKING A SUITCASE

**OBJECTIVE**

USING a list of items to pack,

PACK A SUITCASE WITH THE ITEMS LISTED.

YOUR WORK will be rated in accordance with the Instructor's Final Checklist.

**ATTITUDES AND VALUES TO BE DEVELOPED:**

--Students will realize that a vacation or business trip can be ruined just because a suitcase was inadequately or improperly packed.

**CONTENTS**


| Instruction Sheet | Learning Activity Number |
|---|---|
| I HOW TO PACK A SUITCASE | 1 |
| **Instructor's Final Checklist** | |
| PACKING A SUITCASE | 4 |


**CHECK-OUT ACTIVITY**

Pack a suitcase, using the list you prepared in Learning Activity 3.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have the class read the Instruction Sheet. Discuss how to plan for and to pack a suitcase. | Instruction Sheet I | |
| 2 | Pack two suitcases--one properly and one improperly. Have the class evaluate each one and choose the better packed one. Let them explain why the one they chose is better. Also have them discuss how to improve the other one. | Two packed suitcases | |
| 3 | Let each student choose an occasion for which a suitcase is necessary, and make a list of items to pack. Check each list to see if the items are adequate and appropriate for the occasion. | | |
| 4 | Have students pack a suitcase at home or in class.<br><br>Use the Instructor's Final Checklist to evaluate each suitcase. If this activity is performed at home, a family member may complete the checklist. | Lists prepared in Learning Activity 3<br>Items listed<br>Suitcases<br>Instructor's Final Checklist | |

## ADMINISTERING A PERSONALITY TEST

### OBJECTIVES

GIVEN a personality test,

ADMINISTER THE TEST TO A CLASSMATE.

YOU SHOULD explain how to take the test, score the test, and interpret the results.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will learn that there is a wealth of feelings that everyone experiences. They will come to realize how they feel about various situations.

--Students will understand that their actions are the result of their feelings. They will become aware of their reactions to their feelings.

### CONTENTS OF MODULE


| Instruction Sheets | Learning Activity Number |
|---|---|
| I. HOW I FEEL IS ME . . . . . | 1 |
| **Instructor's Final Checklist** | |
| ADMINISTERING A PERSONALITY TEST . . . . . | 5 |


### CHECK-OUT ACTIVITY

Your teacher will provide a test. Administer it to a classmate.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| | You may introduce this task by having students list five things that make them happy, make them sad, and make them mad. Let them share their list. | | |
| 1 | Have students read Instruction Sheet I. Let them talk about different kinds of personalities. | Instruction Sheet I | |
| 2 | Make a transparency or handouts of the cartoon characters. Have students match the facial expressions with the emotions listed. Allow them to give the reasons for their answers. At the end of the session, give them the artist's answers at the bottom of the page. | "Feelings" (Master Copy in this section) Transparency Overhead projector | |
| 3 | Help students discover their feelings by completing the situation exercise. Use your judgement as to whether or not the students will share their answers. | "Has This Ever Happened to You?" (Master copy in this section) | |
| 4 | Provide students a copy of the test. Go over the instructions for completing it, and have them do it. When they have completed it, have them total the score and interpret it, using the key at the bottom of the page. | "How I Look" (Master Copy in this section) | |

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 4 | You may have the students to identify the points on which they need to improve. (The student should not be asked to report on this. It is for his/her own benefit.) | | |
| 5 | For the Check-Out Activity have each student administer a test. Follow this procedure:<br><br>a. Divide the class into groups of two. Provide one student one test and the other student the other test. Have each one study the instructions for completing the test.<br><br>b. Have the students exchange tests. Each student then must explain how the test is to be completed.<br><br>c. Have each student complete the test, and return it to his/her partner who scores the test and interprets the results. (NOTE: You may write the interpretation of the test scores on the chalkboard or provide a copy with each test.)<br><br>Use the Instructor's Final Checklist to evaluate each student's performance. | Tests;<br>"How I Control My Feelings"<br><br>"How I Act"<br>(Master Copies in this section)<br><br>"Interpretation of the Test Scores"<br>(In this section)<br>Instructor's Final Checklist | |

## FEELINGS

Can you recognize people's feelings by their facial expressions? See if you can match these cartoon characters with a feeling listed below. USE YOUR OWN PAPER. When you have finished, compare your answers with the artist's answers.

| | |
|---|---|
| Surprise | Fear |
| Contentment | Happiness |
| Determination | Worry |
| Unhappiness | Pleasant surprise |
| Wonder | |

ARTIST'S ANSWERS: (1) Contentment (2) Pleasant surprise (3) Happiness
(4) Excitement (5) Worry (6) Unhappiness (7) Anger (8) Determination
(9) Wonder (10) Fear (11) Surprise

## HAS THIS EVER HAPPENED TO YOU?

Read each situation below. Write the ones that have happened to you. Then write the way you felt: happy, sad, mad, etc. Think carefully and answer as honestly as you can. USE YOUR OWN PAPER.

| Situations | Feelings |
|---|---|
| _____ I make my parents proud of me. | _____ |
| _____ I don't live up to what my parents expect of me. | _____ |
| _____ I'm the first person chosen. | _____ |
| _____ I'm the last person chosen. | _____ |
| _____ I'm the hero. | _____ |
| _____ My best friends beat me. | _____ |
| _____ I beat my best friends. | _____ |
| _____ I've been a good loser. | _____ |
| _____ I've been a poor loser. | _____ |
| _____ I'm not the best. | _____ |
| _____ I take short cuts. | _____ |
| _____ I've been a show-off. | _____ |
| _____ I'm praised. | _____ |
| _____ I cheat. | _____ |
| _____ I try my best and lose. | _____ |
| _____ I do less than my best and win. | _____ |
| _____ I've been a good winner. | _____ |
| _____ I practice hard. | _____ |
| _____ I practice hard and lose. | _____ |
| _____ It's all over. | _____ |
| _____ I quit. | _____ |
| _____ It's time for my favorite TV show. | _____ |
| _____ It's game time. | _____ |
| _____ I made the team. | _____ |
| _____ I didn't make the team. | _____ |
| _____ I waste time. | _____ |

# HOW I LOOK

Read each statement. Score yourself under "My Opinion," using this point system:

3 points - very good
2 points - average
1 point - needs improvement
0 points - not sure

| HOW I LOOK | My Opinion |
|---|---|
| 1. Cleanliness | |
| 2. Hair | |
| 3. Teeth | |
| 4. Fingernails | |
| 5. Posture | |
| 6. Weight | |
| 7. Clothes | |

Total Score _____

Score interpretation:

18-21 - Very good
14-17 - Average
10-13 - Needs improvement

TEST 1

Check-Out Activity

**HOW I CONTROL MY FEELINGS**

The purpose of this test is to help you become aware of how well you control your feelings. Read each statement below. Score yourself under "My Opinion," using this point system:

3 points - very well
2 points - fairly well
1 point - needs improvement
0 points - not sure

Your partner will score your test and give you the results.

| HOW I CONTROL MY FEELINGS | My Opinion |
|---|---|
| 1. Happiness | |
| 2. Anger | |
| 3. Worry | |
| 4. Fear | |
| 5. Love | |
| 6. Loneliness | |
| 7. Jealousy | |

Total Score _____

30

TEST 2

Check-Out Activity

**HOW I ACT**

The purpose of this test is to help you become aware of some of your actions. Read each statement below. Score yourself under "My Opinion," using this point system:

4 points - very good
3 points - fair
2 points - needs improvement
1 points - not sure

Your partner will score your test and give you the results.

| HOW I ACT | My Opinion |
|---|---|
| 1. Am friendly | |
| 2. Respect opinions of others | |
| 3. Help others | |
| 4. Show healthy anger | |
| 5. Finish jobs I start | |
| 6. Accept mistakes of others | |
| 7. Keep my word | |
| 8. Follow the rules | |
| 9. Respect the property of others | |

Total Score _____

## INTERPRETATION OF THE TEST SCORES

TEST 1: HOW I CONTROL MY FEELINGS

18-21 - Very well
12-17 - Fairly well
Below 12 - Needs improvement

TEST 2: HOW I ACT

32-36 - Very good
21-31 - Fair
Below 21 - Needs improvement

## PREPARING A POWER OF ATTORNEY

### OBJECTIVE

GIVEN a model document and a case situation,

PREPARE A POWER OF ATTORNEY.

YOUR DOCUMENT should include the correct information and be in the correct format.

### ATTITUDES AND VALUES TO BE DEVELOPED:

--Students will understand that under certain circumstances it is wise for one person to appoint another to act for him/her.
--Students will realize that granting a power of attorney does not require court procedure and that the cost for the preparation of the document is relatively inexpensive.

### CONTENTS


| Instruction Sheets | Learning Activity Number |
|---|---|
| I WHAT IS A POWER OF ATTORNEY? | 1 |
| II POWER OF ATTORNEY | 2 |
| **Instructor's Final Checklist** | |
| PREPARING A POWER OF ATTORNEY | 4 |


### CHECK-OUT ACTIVITY

Your teacher will provide a model of a power of attorney and a case situation. Use the information in the case situation in writing a power of attorney.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have students read Instruction Sheet I. (It will be necessary for them to refer to the Vocabulary.)<br><br>Discuss the information presented. Also have the class identify times when granting a power of attorney is beneficial. Examples are during sickness or leaving the country. | Instruction Sheet I<br>Vocabulary list | |
| 2 | Have the students study the power of attorney in Instruction Sheet II.<br><br>Have students identify the principal, agent, and power granted.<br><br>Discuss each part of the document: title, parties involved and power granted, witness clause, signature line, notary public paragraph. (Explain that in some states a notary public is commissioned for a specified period of time. When witnessing a signature, he/she must indicate when his/her commission expires.)<br><br>Call attention to the format: the words which are in all capitals, 1½" left margin, ½" right margin. | Instruction Sheet II | |

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 3 | Provide each student a copy of the incomplete document. Have him/her specify an agent and the power granted and complete the document with the exception of the notary public paragraph.<br><br>To complete the notary public section have students exchange documents and fill in the blanks.<br><br>(NOTE: Keep these documents to use as a model for the Check-Out Activity.) | "Power of Attorney" (Master Copy in this section) | |
| 4 | Provide each student a document to use as a model. Also provide a case situation.<br><br>Have the student prepare a power of attorney in writing, following the wording and format of the model. The only changes will be the information in the case situation.<br><br>Use the Instructor's Final Checklist to evaluate each document. | Case situation(s): information to be included in a power of attorney Documents completed in Learning Activity 3 Instructor's Final Checklist | |

# POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: That I, _____

_____,

residing at _____

_____,

by these presents do make, constitute, and appoint _____

_____,

residing at _____

_____,

my true and lawful agent, for me and in my place and stead, to _____

_____

_____;

and I hereby ratify and confirm all that my said agent will willfully do, or cause to be done, in connection with this action.

IN WITNESS WHEREOF I have hereunto set my hand and seal this day of _____, 19--.

_____

STATE OF _____)
: SS
COUNTY OF _____)

SUBSCRIBED AND SWORN TO before me by _____

_____ this day of _____, 19--.

My Commission expires: _____.

_____
NOTARY PUBLIC

## IDENTIFYING DOG DISEASES AND IMMUNIZATIONS

### OBJECTIVE

GIVEN a reference,

REPORT ON A DISEASE COMMON TO DOGS.

YOUR REPORT should identify the disease, the symptoms, the type of immunization required, and whether the immunization is required by law.

### ATTITUDES AND VALUES TO BE DEVELOPED:

--Students will realize that pet owners have a responsibility in helping to protect the pet from harmful diseases.

### CONTENTS


| | Learning Activity Number |
|---|---|
| Instructor's Final Checklist | |
| IDENTIFYING DOG DISEASES AND IMMUNIZATIONS | 4 |


### CHECK-OUT ACTIVITY

Give a report on the disease you researched in Learning Activities 2 and 3.

### SUGGESTED REFERENCE

The Vaccination Story
Gaines Dog Research Center
P.O. Box 1007
3 Stuart Drive
Kankakee, IL 60902
(Free)

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Let the class discuss their personal experiences with a sick dog or puppy. | | |
| 2 | Order several copies of the reference, and make them available to the class. Students may want to refer to the encyclopedia also.<br><br>Have students research one of the following diseases, identifying the disease, its symptoms, and the immunization required:<br><br>--distemper<br>--canine hepatitis<br>--leptospirosis<br>--rabies<br>--parvovirus | The Vaccination Story<br>Encyclopedia | |
| 3 | Have students determine which immunizations for dogs are required by law in their local community. | Suggested resources:<br><br>Veterinarian's office<br>Dog kennel<br>Animal shelter | |
| 4 | Have students report on the disease they researched in Learning Activities 2 and 3.<br><br>Use the Instructor's Final Checklist to evaluate each report. | Notes taken in Learning Activities 2 and 3<br>Instructor's Final Check list | |

## IDENTIFYING THE EXTERNAL ANATOMY OF A DOG

### OBJECTIVES

GIVEN a picture of a dog,

LABEL THE PARTS OF THE EXTERNAL ANATOMY.

YOU SHOULD label the parts with 90% accuracy.

### ATTITUDES AND VALUES TO BE DEVELOPED

--Students will realize that all types of doctors must be thoroughly familiar with the parts of the anatomy which they treat.

### CONTENTS OF MODULE


| Instruction Sheets | Learning Activity Number |
|---|---|
| I EXTERNAL ANATOMY OF A DOG ..... | 1 |
| Instructor's Final Checklist | |
| IDENTIFYING THE EXTERNAL ANATOMY OF A DOG ..... | 4 |


### CHECK-OUT ACTIVITY

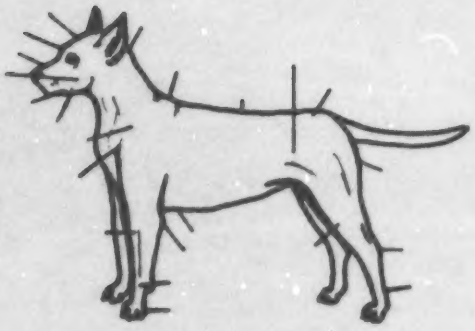
Your teacher will provide a picture of a dog. Label each part of the external anatomy.

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 1 | Have students study the parts of the anatomy. Discuss the parts of the main sections of the dog: head, forequarters, middle, hindquarters.<br><br>Have students look up the pronunciation of the parts that have unfamiliar names. | Instruction Sheet I<br>Dictionary | |
| 2 | Have student find pictures of dogs and label the parts of the anatomy shown. Let them share their pictures in class and tell the parts of the anatomy. | Magazines | |
| 3 | Make a list of scrambled spellings of the parts of the anatomy. Have the students unscramble the spellings. When they have finished, have them refer to Instruction Sheet I to check their spellings.<br><br>(NOTE: You may want to give a quiz on the spelling of the anatomy parts.) | Scrambled spellings of the parts of the anatomy<br><br>Instruction Sheet I | |
| 4 | Provide each student a Check-Out Activity Sheet. Have the class label each part of the external anatomy of the dog.<br><br>You may refer to Instruction Sheet I to check each paper. | Check-Out Activity Sheet (Master Copy in this section)<br>Instruction Sheet I<br>Instructor's Final Checklist | |

| LA# | NOTES AND SUGGESTIONS FOR INSTRUCTION | REFERENCES AND SPECIAL TOOLS AND EQUIPMENT | TEACHER'S NOTES |
|---|---|---|---|
| 4 | Use the Instructor's Final Checklist to evaluate each student. | | |

Check-Out Activity

IDENTIFYING THE EXTERNAL ANATOMY OF A DOG



# APPENDIX

## VOCABULARY LISTING

Agent - the person to whom authority is given.

Anatomy - the structure of an animal or plant.

Canine - a dog.

Confirm - to make certain.

Constitute - to appoint.

External - outside.

Immunize - to give resistance to disease or poison.

Negotiate - to talk over and arrange terms.

Notary public - an official who witnesses signatures.

Power of attorney - authority given to one person to act in the name of another person.

Principal - the person who gives the authority to another person to act for him/her.

Ratify - to approve.

Symptom - sign; indication.

Veterinarian - an animal doctor.

## PRACTICAL ARTS VIDEOTAPES

These videotapes are available through the Kentucky Department of Education, Office of Research and Planning, Division of Materials and Curriculum, 19th Floor, Capital Plaza Tower, Frankfort, Kentucky 40601; Telephone: (502) 564-2000.

**Agribusiness, Natural Resources and Environmental Occupations**

"Coal: Kentucky's Ace in the Hole": 1/2-inch color cartridge; 23 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Describes types of occupations available in the coal industry and discusses useful coal by-products.

"Wildlife": 3/4-inch color cassette; 25 minutes. Explains the role of wildlife in conservation.

"Energy Careers": 1/2-inch color cartridge; 15 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores careers in the alternative energy areas of solar energy, wind, and coal liquification.

"Agribusiness": 3/4-inch color cassette; 18 minutes. Deals with careers in agriculture and other farm-related careers.

**Business and Office Occupations**

"The Secretary": 3/4-inch cassette; 13 minutes. Identifies various careers available in the secretarial field.

**Communications and Media Occupations**

"One Moment, Please": 1/2-inch color cartridge (2 cartridges available); 18 minutes. Explores occupations, ranging from camera operator to producer, available in radio and television production and necessary qualifications.

"Number, Please": 3/4-inch color cassette; 18 minutes. Discusses careers available in the telephone industry and shows on-the-job interviews for jobs in the industry.

"Roll the Presses": 3/4-inch cassette; 19 minutes, 20 seconds. Gives overview of careers needed to produce a newspaper.

**Construction Occupations**

"Construction Careers": 1/2-inch color cartridge; 20 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores types of occupations, including carpenters, electricians, and plumbers, in construction careers and necessary skills needed for these careers.

**Home Economics Occupations**

"Gainful Home Economics": 3/4-inch color cassette; 20 minutes, 45 seconds. Describes occupations related to home economics in which people are gainfully employed.

**Health Occupations**

"RX Good Health": 1/2-inch color cartridge; 23 minutes; 2 copies on 3/4-inch color cassette. Explores health careers, such as medical secretary, laboratory technician, and physical therapist, in addition to doctor and nurse.

**Hospitality and Recreation Occupations**

"Hospitality Unlimited": 1/2-inch cartridge tape; 16 minutes; color; also on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Indentifies careers in the restaurant industry and hotel/motel management.

**Manufacturing Occupations**

"Down the Assembly Line": 3/4-inch cassette; 18 minutes. Depicts production line workers on the job; introduces students to the division of labor system whereby each worker becomes skilled in a single operation.

**Orientation to the World of Work**

"The Rest of Your Life": 2/4-inch cassette; 30 minutes. Introduces students to step-by-step procedures necessary in seeking employment.

**Personal Service Occupations**

"Barbering and Cosmetology": 3/4-inch cassette. Explores careers available in these two areas.

**Public Service Occupations**

"Dear John Mail": 1/2-inch color cartridge; 20 minutes; 2 copies on 3/4-inch color cassette. Explores the types of postal careers and available postal facilities.

"Law Enforcement": 3/4-inch color cassette; 25 minutes. Presents occupations available in law enforcement careers, ranging from policeman to radio operator, and their functions; also identifies necessary qualifications for entering the occupations.

"The Military": 3/4-inch cassette; 17 minutes, 30 seconds. Gives students an overview of various careers associated with the military.

**Transportation Occupations**

"Tracking A Trucker": 1/2-inch cartridge tape; 22 minutes; color; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores occupations needed to support the trucking industry from mechanic to driver.

"The People of the Airlines": 3/4-inch cassette; 22 minutes. Shows people on the job at the airport and on the airplane.

## REFERENCES APPROPRIATE FOR CAREER EXPLORATION

### Documents

Exploring Careers, 1979
Bulletin 2001
Bureau of Labor Statistics
1371 Peachtree Street, N.E.
Atlanta, GA 30309
Telephone: (404) 881-4418

Occupational Outlook Handbook
Bulletin 1955
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
(Cloth Cover) Stock No. 029-001-02067-8
(Paper Cover) Stock No. 029-001-02059-7

Dictionary of Occupational Titles
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Stock No. 029-013-00079-9

### Sources of Information

Practical Arts Unit
Bureau of Vocational Education
21st Floor
Capital Plaza Tower
Frankfort, KY 40601
Telephone: (502) 564-3472

Gregg/McGraw-Hill
Webster Division
1221 Avenue of the Americas
New York, NY 10020

McKnight Publishing Company
Bloomington, IL 61701

New Jersey Vocational Technical
Curriculum Laboratory
Rutgers University
4103 Kilmer Campus
New Brunswick, NJ 08903

Ohio Department of Education
Division of Vocational Education
Career Development Service
Columbus, OH 43215

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Xerox Educational Publications
P.O. Box 16629
Columbus, OH 43216

## ADDRESSING STUDENTS WITH SPECIAL NEEDS

Some students may need special help in achieving competencies. Ideas are presented here for helping identify those students and modifying materials and techniques to help them succeed.

### Identifying Students with Special Needs

Generally speaking, those students who cannot succeed in the regular vocational education programs without special help are termed "students with special needs" (Vocational Education Act of 1963 and Amendments). Persons most likely to be identified as students with special needs are the academically and economically disadvantaged and the handicapped--the mentally retarded, deaf and hard of hearing, speech impaired, emotionally disturbed, orthopedically (physically) impaired, health impaired, and learning disabled.

The handicapped are further identified as those (1) with a physical or mental disability that substantially impairs one or more major life activities--walking, seeing, hearing, speaking, working, or learning; (2) who have a record or history of such impairment or condition; and (3) who are regarded as having an impairment (Rehabilitation Act of 1973). Women, minorities, the limited English speaking, and others likely to be underemployed or striving for equal opportunity in employment when meeting the criteria for academic or ecoromic deprivation, are specifically identified in the disadvantaged group to be given special help.

### Formulating a Basic Approach to Teaching

Society recognizes the right of every individual to an appropriate education, and the law mandates giving persons with special needs an equal chance. In brief:

1. The Vocational Education Amendments of 1976 give special emphasis to developing and providing programs of vocational education for "those with special educational handicaps" and reserves moneys to do so.

2. The Education for All Handicapped Children Act of 1975 assures that all handicapped children between the ages of three to twenty-one have available to them a free, appropriate public education which relates to their unique needs and is provided in the least restrictive environment.

3. The Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any program or activity receiving federal financial assistance and directs employers to take affirmative action in hiring handicapped people.

4. The Education Amendments of 1972 prohibit discrimination on the basis of sex in educational programs receiving or benefiting from federal financial assistance.

5. The Civil Rights Act of 1964 prohibits discrimination in employment on the basis of sex, race, color, religion, or national origin in any program or activity receiving federal financial assistance--including training for employment.

We must, then, provide equal opportunity to learn in our instructional processes.

Basically, an approach to teaching which recognizes individual differences in all students provides the best atmosphere for disadvantaged and handicapped students. This approach allows students to work at different rates; involves large group, small group, and individual instruction; incorporates a variety of instructional materials, media, and teaching techniques; and involves a variety of learning activities--reading, doing, discussing, listening, viewing, experiencing, sharing, cooperating, relating, using the senses, etc. It gives disadvantaged and handicapped students the dignity of exploring, learning, and facing the same experiences and responsibilities as other students, without limiting their possibilities by stereotyped concepts of what they can or cannot do.

It involves being organized, with students completely familiar with the teaching/learning plan. When beginning a CBVE class, for example, explain what learning to attain competencies means, how the students will carry out their work, how to use the modules, where to find materials, how and when tests will be given, how "passing" or achieving competency is determined, and what your role as a teacher is.

It also means teacher direction for those students who are not self-directed learners--those with poor academic backgrounds who thrive on teacher interaction and need immediate feedback, instruction simplified, procedures modified, social development as well as specific job skills, role models, or other special aid. For these students, the learning activities described in the modules may become the teacher's lesson plan and be utilized in large-group and small-group settings before the individual student attempts doing learning activities alone. The teacher-directed class might proceed as follows: teacher introduction to tasks to be performed by module or cluster of modules, explanation of what is to be learned and why, presentation of information in small chunks, demonstrations, student tryout and practice, time for questions and answers, trial test followed by reteaching, and evaluation. The teacher will employ a variety of strategies to address the learning needs and styles of the student.

## Using Special Strategies

In order to determine the most appropriate teaching strategies, assess the students for kinds of special help required, and develop a plan for meeting any unique needs. Refer to Mainstreaming Guidebook for Vocational Educators by Dahl, Appleby, and Lipe (Olympus Publishing Company, Salt Lake City, Utah 84105), for modifications and general classroom strategies for meeting the unique needs of the different handicapped populations.

Also, enlist the advice and help of employers, support personnel, and agencies and organizations serving disadvantaged and handicapped populations in your school system and geographic area.

## Redirecting Teaching Strategies Usually Used

Many of the strategies usually used with regular students may be redirected or modified and also provide effective learning activities for students with special needs. An explanation of how this many be done follows.

AUDIO-VISUALS (films, filmstrips, slide/tape presentations, videotapes, and ETV and commercial television programs). The combination of sight and sound provides more effective communication than either sight or sound alone. Audio-visuals may be used to supplement or replace other methods of presenting information. The hearing impaired will require captioning, signing, or a printed script written at the appropriate reading level or presenting only essential details. The visually impaired may glean information from the sound source, but additional explanation will need to be provided for any visual display of information which is not explained adequately by the narration. Some audio-visual presentations, particularly 8 mm and 16 mm films, may move too fast for the information to be grasped and need to be evaluated with this in mind.

CONTACT WITH WORK ENVIRONMENT. Handicapping conditions, limited finances, geographic isolation, cultural difference, limited communication skills, and social isolation have caused disadvantaged and handicapped persons to have little contact with the world of work. Familiarity with the work setting in which a particular job takes place, relationships with other workers, business use of the telephone, relationship of one's job to other jobs in the same business are just a few examples of areas where special students may require special exposure by means of field trips, spending a day on the job, viewing films, or having additional training sessions.

Note: For those with physical impairments, field trips, on-site job observations, and work experience opportunities will be limited to "accessible" businesses in the community. Before deciding where to go, determine whether the facilities are accessible.

DEMONSTRATION AND TRYOUT. Demonstration by the teacher, experienced workers, and previously-trained students provide reliable role models for learners. Steps, procedures, precautions, physical manipulation, and techniques are imprinted visually in the order and at the time they should occur in task performance. Immediate tryout of the task following the demonstration or an immediate attempt of each step, technique, or procedure as it is demonstrated provides students direct involvement, permits correction and clarification, and promotes retention. Tryout also identifies areas in performance steps, techniques, tools, and work environment where handicapped students need to have modification in order to perform tasks and meet industry standards.

ELIMINATION OF STEREOTYPING. Disadvantaged and handicapped people face more than the sex role stereotyping myths in their quest for employment. The following are just a few examples: "Deaf people are dumb." "The best job for blind people is tuning pianos." "He'll never be able to do that; he's a cripple." "Mr. _____ was no good; neither is his son." "She can

never do that; her parents didn't go to college." In addition to overcoming the unfounded assumptions of others, disadvantaged and handicapped persons often have equal misconceptions about themselves thinking: "I can never do that." "_____, who is deaf, does assembly line work; that's what I'll do, too." "I'll never be anybody."

Overcoming stereotyping may begin with using sex fair instructional materials and media, exploring interests and abilities, exploring two or three nontraditional jobs, or complimenting accomplishments. It may include planning how to reach an educational goal, providing role models (a person with a like handicap or socioeconomic background who has succeeded), as well as observing persons in nontraditional work roles. It means doing whatever raises aspirations and increases self-worth. It means attempting to eliminate underemployment.

EMPLOYER INVOLVEMENT. Programs with employer input are more practical and in line with the current needs of the job market. Employers who make input feel a special kinship to the program and get a chance to see the students before meeting them in the job market.

For disadvantaged and handicapped students, employer involvement offers a very special opportunity to remove common misconceptions about their capabilities. It enables employers to help with any modification needed, see students performing tasks, and observe how the students relate to others. It gives students a chance to prove that they can do the work, that they will not endanger themselves or others, and that they will not increase expenses. These are major employer concerns. Both students and teachers should be prepared to provide reassuring answers and evidence to show there is no more risk than with the nonhandicapped.

Employers may be involved by giving class presentations; giving suggestions for program improvement and modifications; conducting mock interviews; and providing work experience, observations, worker interviews, job analysis, etc.

HANDS-ON EXPERIENCES, PROBLEM SOLVING, PERSONAL INVOLVEMENT (work samples, tryout exercises, games, role playing). Being involved in a sample of work through completing a product, performing related paper work, or role playing interpersonal relationships on the job keeps students interested, holds attention to the learning tasks, and injects the realities of working and job performance in the teaching/learning situation. It makes the student feel that the instruction is practical and valuable. Accomplishment means "qualified for work"--a great boost to self-esteem for those who doubt self-worth.

The instructor and other students should avoid taking over when handicapped students are awkward or slow in completing a task. The student cannot master the skill if someone else does it.

ILLUSTRATIONS (pictures, graphs, bulletin boards, transparencies, and other visuals). The disadvantaged, the mentally retarded, and the hearing impaired, particularly, are especially oriented to visual methods of learning. Other students, with the exception of the blind and some visually impaired, will appreciate visual presentation of information to

be learned. Student handouts, with the steps to a task illustrated and briefly and simply explained, are especially helpful. Captioning and brief explanations are important supplements. Many illustrations may be adapted for the visually impaired by making them tactile (so that they can be felt). Sometimes enlarged print and bold outlines help.

INTERACTION; INDEPENDENCE. Economic deprivation, geographic isolation, cultural isolation, and restrictions on mobility and social relationships imposed by physical impairments have limited the experiences of the disadvantaged and the handicapped in the community at large. Many have no previous work experience, little observation of the worker's daily routine, and limited social experiences. They have been sheltered at home, absent from the scene, and at best, onlookers.

So that they will not continue in this role after vocational training, experiences in the community and involvement with nonhandicapped people and other students are of utmost importance. These students, as well as their families and the working community, need proof that they can function independently and competently. They need to establish contacts who can serve as references to recommend them as competent workers who can relate to others.

Field trips, worker interviews, cooperative work experience, spending a day on the job, giving talks before civic groups are, therefore, important to the acclimation of disadvantaged and handicapped students to the world of work. Participating in team work projects with other students; pairing with a slower or faster learning peer; pairing with a nonhandicapped, a nondisadvantaged, or person from another race or culture will help achieve faster comprehension and understanding and promote learning communication skills. Teaching special units dealing with related communication and social skills will also be necessary; for example: office etiquette, relationships with employer and other employees, daily work expectations which are not direct task performance, telephone skills, appropriate dress and grooming habits, to name a few.

LISTENING (explaining, discussing, reacting orally). Learning by listening is an important tool to the disadvantaged, the visually impaired, the speech impaired, the learning disabled, and others who "prefer to be told" or "have to be told" rather than read about it.

The visually impaired require identification of familiar sounds in the work place to determine location of different work areas, equipment functions, and hazards. The hearing impaired require sight substitutions, such as indicator lights, for critical sounds they cannot hear. They may use lip reading, interpreting, and sound conduction or amplification devices. The retarded need to become accustomed to the sounds of the work place so that they can work without being distracted. The speech impaired need to be given the right to listen although they may have trouble participating, or may not be able to participate orally.

When information is presented for listening, instruction in how to listen (what to listen for) is important. An outline of the information presented, supplemented by visuals, tryout exercises, showing, completion

of a guidesheet questions to be answered, analysis of cases or problem situations, or other application activities will enhance use and retention of information heard.

Listening is a vocational skill as well as a learning skill. Workers must be able to receive information by listening as well as provide information for listening. Most on-the-job instruction is given orally. Explanation must be given to and received from customers, co-workers, and supervisors.

READING HELPS. Being fluent in the technical vocabulary or language of the job and able to read at the level required by the job is a part of occupational competency. On-the-job reading requirements may vary from the reading of signs to following instructions given in technical manuals. The instruction given in reading, then, for vocational purposes, will depend on the reading skills possessed by the student and the reading requirements of the job. Whether or not a supplemental class in remedial reading is offered, the vocational instructor will find that providing reading aids also helps provide job skill.

Braille materials, large print textbooks, magnifying devices, and recordings may be provided for the visually impaired. Materials may be simplified or outlined for the hearing impaired and others with limited language skills. The native language may be supplied above the English for critical information in textbooks used by the limited English-speaking. Familiarity with the setting in which the printed information is applied may be given via field trips, demonstrations, or films to make reading easier and more meaningful.

Students with exceptional reading problems may require the help of a special reading teacher or be enrolled in a remedial reading program. Some schools employ vocational reading teachers to assist vocational students with developing vocational reading skills and doing the reading required in their programs.

RECORDING AND RECORDINGS (tapes, records, radio programs). Information may be presented and gained by listening to recorded information rather than reading. This strategy will aid the nonreader, the poor reader, the visually impaired, the learning disabled, and others through use as a variation of teaching technique. Recording is also a useful tool for the deaf in notetaking; the recording script may be transcribed into print later by a hearing individual. It will also provide instruction for those who have missed initial classroom presentation of information or who need review. Recordings may be supplemented by slides and pictures.

RELATED MATH. Competency in math, like competency in reading, is more critical to some jobs than to others. Math is best taught in relation to the task of which it is a part. This instruction should incorporate basic math and remedial math instruction as needed. A cooperative or team teaching effort with the math teachers or related math instructors in the school will relieve the burden on the vocational instructor. Enough practice and application exercises should be provided to insure retention of the math operations involved. It is helpful to compile a list of the

math competencies needed to complete the training program, prepare an assessment test to determine student skills, and plan in the beginning a program which the student can follow to attain the basic math competencies prerequisite to the course. If the skills cannot be acquired simultaneously to the job skill training program, the student should postpone entry into the course until the prerequisite skills are attained. It may be necessary to prepare a special manual and modules to provide the related math instruction.

REMEDIAL AND RETENTION EXERCISES. Doing learning activities does not necessarily make students occupationally competent. Performance must be observed, misunderstandings clarified, procedures and techniques corrected, and repetition called for at a future time. Lesson planning should anticipate theory and tasks with which students are likely to have difficulty, include additional practice exercises, and provide alternate approaches to teaching. Repetition for retention should be provided, such as repetition of information in different media presentations or use of different types of application exercises. Review sessions, keeping notebooks, completing work samples, doing live work, and solving cases will also help.

SAFETY. The Occupational Health and Safety Act has increased employer concern for safety and underscored the importance of providing safety instruction along with task performance. It is especially important for the handicapped in two ways: (1) to overcome employer concern about the handicapped person's ability to take care of himself/herself and not endanger the lives of others; (2) to identify and deal with situations which are hazardous for persons because of particular handicaps.

To meet these needs for safety instruction, the handicapped student not only needs the basic or general safety instruction related to the occupation but safety instruction or special safety provisions needed for a person with his/her particular handicap. An example is the installation of a blinking light to tell a person who is deaf that the equipment is running.

Note: The Kentucky Department of Labor, Occupational Safety and Health Program, Division of Education and Training, Frankfort, Kentucky 40601, Phone: (502) 564-6895, offers training programs to help vocational instructors teach safety.

SUPPORT SERVICES. Some students will require emotional, social, and financial support in order to succeed in the instructional programs. Others will need career counseling and special assistance in becoming employed. Government agencies, special schools, special personnel, and organizations for disadvantaged and handicapped persons can provide this help. The following are examples and should not be considered an all-inclusive list: resource room teachers, rehabilitation counselors, guidance counselors, tutors, remedial teachers, instructors in special schools, occupational therapists, diagnostic specialists, media personnel, handicapped workers, workers who are members of a minority group, social workers, and others who can serve as role models. Survey the community to identify persons who serve the needs of disadvantaged and handicapped persons in your area and incorporate their assistance in related learning activities.

UNIQUE MODIFICATIONS (modified equipment, tools, learning aids, changes in work environment, adaptations in course or training program content). Some students require special help in meeting physical job requirements. When considering modification, it is important to concentrate on what the student can do. If at all possible, enable the student to function in the work environment as it is usually found. Employers look favorably on handicapped persons with this kind of preparation.

Rehabilitation centers; organizations and schools for the blind, deaf, dyslectic, disabled, and the mentally handicapped; and publishers and manufacturers of special instructional materials, aids, and equipment can offer aid in meeting unique needs. Consultation with special education personnel and rehabilitation counselors is a good starting point. The student should also be asked to make suggestions.

Care should be taken to insure occupational competency. Prospective employers should be shown how the modification operates in the work setting and how it increases efficiency.

The previously described list of strategies is not exhaustive. Others may be added. All will need to be directed toward the occupation for which training is being given, the students enrolled, the availability of instructional materials, and the community. It is also important to remember that what works well for one group of students or a particular student will not necessarily work well for another.

Practical Arts

# PERSONAL SERVICE EXPLORATION

## TASK: GIVING A MANICURE

### INTRODUCTION

A manicure is the care of the hands and fingernails. Manicures were once considered as a luxury, but now they are within reach of the general public. Many well groomed persons have regular manicures to improve the appearance of their hands and nails. In this task assignment sheet, you will learn how to give a manicure.

### OBJECTIVE

GIVEN the necessary manicure implements and supplies,

GIVE A MANICURE.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

### LEARNING ACTIVITIES

1. LOOK AT the pictures in Instruction Sheet I, IMPLEMENTS USED IN MANICURING.
2. WATCH a demonstration of the proper way to hold the manicuring implements. PRACTICE holding them.
3. READ Instruction Sheet II, GIVING A MANICURE.
4. WATCH a demonstration of the proper way to give a manicure.
5. PRACTICE manicuring one fingernail on each hand. You may practice on a classmate or a family member.
6. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

### CHECK-OUT ACTIVITY

Using the necessary implements and supplies, give a manicure.



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INSTRUCTION SHEET 1

## IMPLEMENTS USED IN MANICURING

Emery boards used to file nails.

Finger bowl filled with soapy water used to soak nails.

Orangewood sticks used to apply cuticle softener, to push back cuticles, and to clean under nails.

Cuticle nippers used to remove hangnails and dead cuticle material.

Nail brush used to remove cuticle softner.

Nail buffer used to clean and shine the nails.

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INSTRUCTION SHEET II

GIVING A MANICURE

1. Remove any fingernail polish on the fingernails. Moisten a cotton ball in polish remover. Hold a moist cotton on the nail for a short time, and the polish will remove easily. Use a fresh part of the cotton for each nail.

2. Add warm water and a few drops of shampoo in the finger bowl.

3. File each nail of one hand with an emery board. Use a gentle touch. File from the corners toward the center. Never file back and forth.

4. Place filed hand into the finger bowl of warm, soapy water.

5. File the other hand while the filed hand soaks.

6. Remove the first hand from the finger bowl and put in the other hand. Dry the first hand, and push back the cuticles with the towel.

7. Twist a small amount of cotton around an orangewood stick, and apply cuticle softner. Push each cuticle back very gently.

8. Clean under the nails using the cotton and orangewood stick.

9. Use the cuticle nippers to remove any hangnails or dead cuticle material.

10. Use your thumb to apply cuticle oil. Rub the oil in well.

11. Rub hand lotion on the hand.

12. Remove the other hand from the finger bowl, and repeat steps 6 through 11.

13. Place tips of fingers of the first hand back into the finger bowl. Use the nail brush to remove the cuticle softener and oil.

INSTRUCTION SHEET II, (Page 2)

14. Remove the fingers from the finger bowl, and dry them with the towel. Use the buffer to buff each nail. Buff from the base of the nail to the tip in one motion. Do not buff back and forth.

15. Follow steps 13 and 14 for the other hand.

16. Apply polish to each nail, using three strokes, first in the center and then on each side.

a. Apply the base coat first. Let it dry thoroughly.
b. Apply the nail polish. Remove any excess polish with an orangewood stick wrapped in cotton and dipped in polish remover. (Clear polish is used for men.)
c. Apply the top coat. Let it dry thoroughly.

## INSTRUCTOR'S FINAL CHECKLIST

### GIVING A MANICURE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| | Accomplished | Not Accomplished |
|---|---|---|
| The manicure met the following standards: | | |
| 1. Nails were free from rough edges..... | [ ] | [ ] |
| 2. Nails of each finger were equal in length..... | [ ] | [ ] |
| 3. Each nail was gently rounded..... | [ ] | [ ] |
| 4. Cuticles were back at base of nails..... | [ ] | [ ] |
| 5. Polish was evenly applied..... | [ ] | [ ] |

Practical Arts

# PERSONAL SERVICE EXPLORATION

TASK: CLEANING AND SHINING SHOES

## INTRODUCTION

Well groomed people keep their shoes shined and in good repair. Particularly when they are away from home, they may need a good shoe shine but do not have the supplies necessary. So they hire a shoe shiner employed by a hotel, barber shop, shoe shine shop, etc., to do it for them. In this task assignment sheet, you will learn how to clean and shine shoes.

## OBJECTIVE

GIVEN a pair of shoes that can be polished, clean cloths, small clean brush, shoe brush, paste shoe polish, and liquid shoe polish,

CLEAN AND SHINE THE SHOES.

THE SHOES should be free of dirt, evenly polished on the uppers and on the edges of the soles, and well shined.

## LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet 1, HOW TO CLEAN AND SHINE SHOES.
2. MAKE a poster or display of supplies used to clean and shine shoes. WORK with a small group of classmates.
3. WATCH a demonstration of how to clean and shine shoes.
4. PRACTICE cleaning and shining a shoe.
5. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

## CHECK-OUT ACTIVITY

Clean and shine a pair of shoes that can be polished.



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INSTRUCTION SHEET I

## HOW TO CLEAN AND SHINE SHOES

Follow these steps when cleaning and shining shoes that can be polished:

1. Remove all dirt and grime from each shoe. Use a damp cloth to clean the uppers and a small brush to clean between the uppers and the soles and, to clean the soles. (A tooth brush may be used for this purpose.)

2. Apply paste polish to the uppers. Allow it to dry.

3. Apply liquid polish to the edge of leather or vinyl soles. (Rubber soles do not have to be polished, although professional shoe shiners often use a dye substance.)

4. Shine each polished shoe with a shoe brush. Use long, strong strokes.

5. Put the finishing touches to the polish by buffing with a clean, dry cloth. Hold each end of the cloth in one hand. Place the middle of the cloth at the heel with the ends at each side of the shoe. Pull first one end and then the other vigorously to buff the heel and the sides. Then place the cloth over the top toe and go through the same motions.

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## INSTRUCTOR'S FINAL CHECKLIST

### CLEANING AND SHINING SHOES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| | Accomplished | Not Accomplished |
|---|---|---|
| The shoes were: | | |
| 1. Free of dirt..... | [ ] | [ ] |
| 2. Evenly polished on the uppers and on the edges of the soles..... | [ ] | [ ] |
| 3. Well shined..... | [ ] | [ ] |

Practical Arts

# PERSONAL SERVICE EXPLORATION

TASK: IDENTIFYING RECOMMENDED METHODS OF CLEANING CLOTHES

## INTRODUCTION

In order to get full satisfaction from a piece of clothing, one must carefully follow directions on care. A domestic worker who cares for the cleaning of the family's clothing must pay particular attention to the labels attached to each garment. In this task assignment sheet, you will identify recommended methods of cleaning clothes.

## OBJECTIVE

USING five garments made from different fibers and a set of questions about methods for cleaning clothing,

ANSWER THE QUESTIONS.

YOU SHOULD answer the questions correctly for each of the garments.

## LEARNING ACTIVITIES

1. LOOK AT five garments in your home, and CHECK the labels. LIST the information included on each label and where the label is attached to the garment. NOTE any garment that does not have a label attached. SHARE your findings with your class.

2. MAKE a poster or a bulletin board display of the kinds of information provided on clothing labels. If they are available, you may use actual labels.

3. FIND five garments in your home, each of which is made from a different fiber or a combination of fibers; for example, cotton, silk, wool, acetate, nylon, polyester, rayon.

4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

## CHECK-OUT ACTIVITY

Your teacher will provide a set of questions about methods of cleaning clothing. Answer the questions for each of the garments you selected in Learning Activity 3.



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## INSTRUCTOR'S FINAL CHECKLIST

### IDENTIFYING RECOMMENDED METHODS OF CLEANING CLOTHES

| Accomplished | Not Accomplished |
|---|---|

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student answered the questions correctly for each of the five garments ..... [ ] [ ]

Practical Arts

# PERSONAL SERVICE EXPLORATION

TASK: PACKING A SUITCASE

## INTRODUCTION

When preparing for a vacation or business trip, many people wonder what to take, how much to take, and what to leave behind. A domestic worker, employed as a servant in a home, is often expected to pack suitcases for the family. In this task assignment sheet, you will learn how to pack a suitcase.

## OBJECTIVE

USING a list of items to pack,

PACK A SUITCASE WITH THE ITEMS LISTED.

YOUR WORK will be rated in accordance with the Instructor's Final Checklist.

## LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet 1, HOW TO PACK A SUITCASE.
2. LOOK AT two suitcases which have been packed. Your teacher will provide them. CHOOSE the one that is better packed, and EXPLAIN why it is better. DISCUSS how the other suitcase can be improved.
3. SELECT an occasion for which you will pack a suitcase. MAKE a list of the things you will pack. Your teacher will check your list.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

## CHECK-OUT ACTIVITY

Pack a suitcase, using the list you prepared in Learning Activity 3.



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## INSTRUCTION SHEET I

### HOW TO PACK A SUITCASE

Always pack for the occasion.

The key to packing a suitcase is good planning.

1. Determine the number of days you will spend on your trip.

2. Choose the clothes you will take:

   --Try to select them around one color scheme.
   --Take what you know and feel comfortable in.
   --Avoid unduly fussy clothes and fabrics that require upkeep. You don't want to stand and iron when you arrive at your destination.
   --If possible, leave thick clothing, such as a terrycloth robe, at home.
   --Check for rips and stains.
   --Make sure everything is clean.

3. Make a list of "emergency" items:

   --Adhesive bandages, such as Band-Aids
   --Safety pins
   --Needle and thread
   --Aspirin, vitamins, or medicines you take regularly
   --Cotton swabs
   --Any other "must-haves"

   Prepare a kit containing these items.

4. Assemble a kit containing cosmetics, shaving supplies, tooth brush, tooth paste, etc.

Now you are ready to pack your suitcase.

1. Place your heavier items--hair dryer, shoes, etc., at the bottom.

2. Put underwear, rolled-up belts, socks, kits, etc., in the corners. This will help you keep clothes from shifting around.

3. Pack carefully folded pants, shirts, dresses, blouses, etc. last.

4. Don't stuff your suitcase so full that there is not room for gifts you may pick up. Also, remember you will need some room for dirty laundry you will accumulate.

Remember, pack for the occasion.

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## INSTRUCTOR'S FINAL CHECKLIST

### PACKING A SUITCASE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| | Accomplished | Not Accomplished |
|---|---|---|

In packing a suitcase, the student:

| | | | |
|---|---|---|---|
| 1. | Placed heavier items at the bottom..... | [ ] | [ ] |
| 2. | Put items such as underwear, belts, socks, kits, etc. in the corners..... | [ ] | [ ] |
| 3. | Placed folded pants, shirts, dresses, skirts, blouses, etc. on top..... | [ ] | [ ] |
| 4. | Left enough room for gifts, dirty laundry, etc..... | [ ] | [ ] |
| 5. | Packed for the occasion..... | [ ] | [ ] |

Practical Arts

# PERSONAL SERVICE EXPLORATION

TASK: ADMINISTERING A PERSONALITY TEST

## INTRODUCTION

Employment counselors assist persons who turn to the state or community agencies for advice about career plans. In order to help these people, the counselors must know something about their background and personality traits. They often administer tests that can offer certain useful information. In this task assignment sheet, you will learn how to administer a personality test.

## OBJECTIVE

GIVEN a personality test,

ADMINISTER THE TEST TO A CLASSMATE.

YOU SHOULD explain how to take the test, score the test, and interpret the results.

## LEARNING ACTIVITIES

1. READ Instruction Sheet 1, HOW I FEEL IS ME. IDENTIFY the emotions you have experienced.
2. MATCH cartoon characters' facial expressions with emotions. Your teacher will provide the exercise. DISCUSS your answers.
3. COMPLETE the test HAS THIS EVER HAPPENED TO YOU? Your teacher will provide the exercise.
4. PRACTICE administering a test. Your teacher will provide the test.
5. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

## CHECK-OUT ACTIVITY

Your teacher will provide a test. Administer it to a classmate.



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INSTRUCTION SHEET I

HOW I FEEL IS ME

How you feel is one of the most important things in your life. Your feelings are called your emotions and they greatly affect your personality (the personal quality that makes one person be different or act differently from another.) They are usually deep, personal things you have trouble explaining or talking about. There are times you may feel as if you could rule the world.

And then there are times you may feel angry and frustrated. Everyone has these feelings once in a while.

There are millions of emotions. There is a wealth of feelings for everything. Read over this list of some feelings.

| | | | |
|---|---|---|---|
| happy | hopeful | unimportant | accepted |
| sad | ashamed | nervous | rejected |
| worried | silly | amazed | worthless |
| proud | jealous | contented | triumphant |
| scared | secure | thrilled | annoyed |
| confident | comfortable | satisfied | confused |
| lonely | embarrassed | inferior | pain |
| angry | love | defeated | relieved |
| thankful | hate | bored | thrilled |
| sorry | important | tense | refreshed |

How many of these emotions have you experienced?

INSTRUCTOR'S FINAL CHECKLIST

ADMINISTERING A PERSONALITY TEST

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| | Accomplished | Not Accomplished |
|---|---|---|
| In administering a personality test, the student: | | |
| 1. Explained correctly how to take the test..... | [ ] | [ ] |
| 2. Scored the test correctly..... | [ ] | [ ] |
| 3. Interpreted the score correctly..... | [ ] | [ ] |

Practical Arts

# PERSONAL SERVICE EXPLORATION

TASK: PREPARING A POWER OF ATTORNEY

## INTRODUCTION

Under certain circumstances, it becomes necessary for one person to give another person the right to perform certain legal matters for him/her. In this case, a legal document called a power of attorney is drawn up. It tells exactly the name of the person who is given the power and what he/she has the right to do. In this task assignment sheet, you will learn how to prepare a power of attorney.

## OBJECTIVE

GIVEN a model document and a case situation,

PREPARE A POWER OF ATTORNEY.

YOUR DOCUMENT should include the correct information and be in the correct format.

## LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, WHAT IS A POWER OF ATTORNEY? DISCUSS situations in which a power of attorney may be required.

2. STUDY the document in Instruction Sheet II, POWER OF ATTORNEY. LOOK AT the format. IDENTIFY the principal, the agent, and the power granted.

3. PRACTICE preparing and notarizing a power of attorney. Your teacher will tell you more about this activity.

4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

## CHECK-OUT ACTIVITY

Your teacher will provide a model of a power of attorney and a case situation. Use the information in the case situation in writing a power of attorney.

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## VOCABULARY

Agent - the person to whom authority is given.

Confirm - to make certain.

Constitute - to appoint.

Negotiate - to talk over and arrange terms.

Notary public - an official who witnesses signatures.

Power of attorney - authority given to one person to act in the name of another person.

Principal - the person who gives the authority to another person to act for him/her.

Ratify - to approve.

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INSTRUCTION SHEET I

## WHAT IS A POWER OF ATTORNEY?

A power of attorney is a legal written document. It gives authority to one person to act in the name of another person. It is usually prepared by an attorney. It is called a non-court document, because the people involved do not have to go through a court procedure.

The document tells exactly what powers are granted to the agent. For example, it may grant the agent authority to carry out only one act for the principal, such as signing checks. On the other hand, it may grant the agent the right to act in all legal matters.

In order for a power of attorney to be legal, it must be signed before a notary public. The notary public is a person given the legal power by the county or state to guarantee the identity of the person signing the document.

INSTRUCTION SHEET II

POWER OF ATTORNEY

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: That I, MERRIMAN RONALD KANEY, residing at the City of Florence, County of Boone, State of Kentucky, by these presents do make, constitute, and appoint MARY BELL KANEY, residing at the City of Florence, County of Boone, State of Kentucky, my true and lawful agent, for me and in my place and stead, to negotiate for the purchase of the structure and property situated at 115 Main Street, City of Florence, County of Boone, State of Kentucky, known as Edgewood Towers; and I hereby ratify and confirm all that my said agent will willfully do, or cause to be done, in connection with the purchase.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this ____ day of _____, 19--.

_____
MERRIMAN RONALD KANEY

STATE OF KENTUCKY)
: SS.
COUNTY OF BOONE)

SUBSCRIBED AND SWORN TO before me by MERRIMAN RONALD KANEY this ____ day of _____, 19--.

My Commission expires: 8/28/--.

_____
NOTARY PUBLIC

INSTRUCTOR'S FINAL CHECKLIST

PREPARING A POWER OF ATTORNEY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| | Accomplished | Not Accomplished |
|---|---|---|
| The student's power of attorney: | | |
| 1. Included the correct information..... | [ ] | [ ] |
| 2. Was in the correct format..... | [ ] | [ ] |

Practical Arts

# PERSONAL SERVICE EXPLORATION

## TASK: IDENTIFYING DOG DISEASES AND IMMUNIZATIONS

### INTRODUCTION

Dogs are often exposed to infectious diseases. However, they can be protected before they are exposed to a disease through immunization. In this task assignment sheet, you will learn about immunizations recommended for dogs.

### OBJECTIVE

GIVEN a reference,

REPORT ON A DISEASE COMMON TO DOGS.

YOUR REPORT should identify the disease, the symptoms, the type of immunization required, and whether the immunization is required by law.

### LEARNING ACTIVITIES

1. DISCUSS a personal experience you have had with a sick dog or puppy.

2. RESEARCH one of these diseases: distemper, canine hepatitis, leptospirosis, rabies, or parvovirus. Your teacher will provide a reference. IDENTIFY the symptoms of the disease and the type of immunization required. TAKE notes on your reading.

3. FIND OUT what immunizations for dogs are required by law in your community. You may contact a veterinarian's office, dog kennel, or animal shelter.

4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

### CHECK-OUT ACTIVITY

Give a report on the disease you researched in Learning Activities 2 and 3.



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## VOCABULARY

Canine - a dog

Immunize - to give resistance to disease or poison

Symptom - sign; indication

Veterinarian - an animal doctor

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## INSTRUCTOR'S FINAL CHECKLIST

### IDENTIFYING DOG DISEASES AND IMMUNIZATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

| Accomplished | Not Accomplished |
|---|---|

The student's report:

1. Identified the disease . . . . . [ ] [ ]
2. Described the symptoms of the disease . . . . . [ ] [ ]
3. Described the type of immunization required . . . . . [ ] [ ]
4. Indicated whether the immunization is required by law . . [ ] [ ]

Practical Arts

# PERSONAL SERVICE EXPLORATION

TASK: IDENTIFYING THE EXTERNAL ANATOMY OF A DOG

## INTRODUCTION

Dogs may require surgery from time to time. In order for a veterinarian to perform the surgery, he/she must know the parts of the anatomy. In this task assignment sheet, you will learn the parts of the external anatomy of a dog.

## OBJECTIVE

GIVEN a picture of a dog,

LABEL THE PARTS OF THE EXTERNAL ANATOMY.

YOU SHOULD label the parts with 90% accuracy.

## LEARNING ACTIVITIES

1. LOOK AT the picture in Instruction Sheet I, EXTERNAL ANATOMY OF A DOG. STUDY the names of the parts of the anatomy. LEARN how to pronounce and spell each part.
2. FIND a picture of a dog. LABEL the parts of the anatomy shown in the picture. SHARE your work with the class.
3. PLAY the unscramble game. Your teacher will tell you more about this activity.
4. ARRANGE with your teacher to complete this task by going through the CHECK-OUT ACTIVITY.

## CHECK-OUT ACTIVITY

Your teacher will provide a picture of a dog. Label each part of the external anatomy.

## VOCABULARY

Anatomy - the structure of an animal or plant

External - outside

Structure - the way parts are put together

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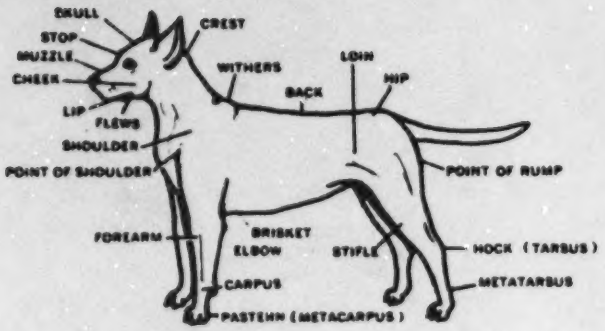
INSTRUCTION SHEET 1

EXTERNAL ANATOMY OF A DOG



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## INSTRUCTOR'S FINAL CHECKLIST

### IDENTIFYING THE EXTERNAL ANATOMY OF A DOG

| Accomplished | Not Accomplished |
|---|---|

**Performance Level:** All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student labeled the external anatomy of a dog with 90% accuracy ..... [ ] [ ]